

INTEGRATION OF GENERAL EDUCATION SUBJECTS - THE BASIS OF EDUCATIONAL EFFICIENCY

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ABSTRACT

In today's globalized society, in order to achieve positive results in any field, it is necessary to pay special attention to the use of high-efficiency technologies and the intellectual potential of society. Based on this point of view, this article describes the ways and results of developing and ensuring the knowledge, skills and abilities of students in general education schools.

Keywords: didactics, integration, differentiation, perception, activity, knowledge, skills, skills, inversion of knowledge, propaedeutic, general technical, planning, fundamental sciences, general methodological.

INTRODUCTION

Modern didactics offers several approaches to the integration of academic subjects, but the universally recognized content, form and tools of this process have not yet been created. Most pedagogic scientists study integration processes in education based on the ideas of integration of fundamental sciences.

This situation is explained by the fact that the integration was first implemented in the fundamental sectors and then spread to the field of pedagogy. It should be noted that academic subjects are different from scientific subjects. Only this difference is reflected not in their content, but in the form, size and depth of the knowledge.

In this sense, integration can be considered as a form of ensuring their interdependence aimed at correcting the shortcomings of the educational system, which was historically divided into academic subjects due to the differentiation of subjects.

Analysis of the literature on the topic Integration means joining some parts or elements together and becoming a whole.

The word "integration" is derived from the Latin word "integratio" ("integr" - complete, whole, whole), "reconstruction, restoration, filling", "integration"-"mutual to develop in a connected manner", "integrate" means "to combine into a whole, to make a whole".

The concept of "integration" has several definitions. In particular, N.Poddyakova describes integration as "a method of composing several subject materials on the basis of natural subordination to the task and single purpose of the methodology".

The term "integration" has a long history in meaning and essence. In the universe, in society, in life and production, in education, that is, from the micro world to the macro world, integration

is of great importance. Integration is a very broad concept. In particular, the necessity of the integration process in education in the development of the scientific outlook of the young generation, their ecological and informational culture is noted by world scientists.

In the 60s of the 20th century, activities in the field of ensuring inter-disciplinarity of educational subjects intensified, approaching from the point of view of activating the educational process, developing it from a scientific and theoretical point of view. Various aspects of interdisciplinary communication were studied: for example, increasing the efficiency of acquiring knowledge, skills and skills as a didactic tool; development of students' perceptive activities in educational activities, as a condition for developing their perceptive abilities; it is justified that it is impossible to follow the principle of scientificity in ensuring inter-discipline connection in teaching and to ensure inter-discipline inter-connection in the teaching process within the framework of one academic subject.

In the 1970s, serious attention was paid to the problem of ensuring interdisciplinary communication in didactics. Based on the analysis of these problems, the methodological directions of the interdisciplinary connection of educational subjects were determined. Research conducted under the leadership of V.N. Fedorova is especially important as it explains the theoretical foundations of interdisciplinary communication. Didactic aspects of ensuring interdisciplinary communication are not limited to the expression of various knowledge and concepts in the content of certain academic subjects.

Pedagogical research on ensuring interdisciplinary communication should be considered as an opportunity to exert pedagogical influence on a person who is developing as an independent research direction. In recent years, special attention has been paid to the educational importance of interdisciplinary communication. It is necessary to highlight the role of the teacher in the implementation of educational activities during the teaching process in a pedagogical environment where inter-subject communication is ensured.

Integrative approach - involves taking into account, relying on, combining and developing competencies of knowledge, skills, skills and experiences from different disciplines.

In the sciences of the psychological category, thinking operations characteristic of all people constitute a large number of thinking strategies as an integral part of cognitive activity and combine systems of different levels and descriptions through synthesis. Integration differs from cognitive strategies in terms of synthesizing the parts underlying the mechanism of cognition into a whole, and as a result, the intended goal is achieved.

ANALYSIS AND RESULTS

The inversion of knowledge covers the following processes: a change in the description of knowledge when it is transferred from one discipline to another in order to activate the mental activity of students; turning scientific knowledge into educational tasks that are intrinsically interrelated; determining the levels of acquisition of interdisciplinary knowledge and skills that ensure that the student's creative abilities are also included in the professional direction.

The essence of inversion can be explained in the following example. As a result of inversion, the knowledge of the laws of mechanics discovered by I. Newton is applied to objects of engineering and technology in the school physics course and is presented in a polytechnic form. When this knowledge is transferred to other objects, it acquires a different direction and serves to solve

other professional tasks. For example, technology knowledge transferred to the methodology of teaching technology is inverted and becomes professional knowledge in the training of future teachers of technology. Knowledge of scientific fields becomes professional knowledge during the study of special subjects and production practice of a future specialist. If such changes are not implemented, if the knowledge of general education and special subjects is not applied to professional activity, they will be important only as propaedeutic information, not professional knowledge.

The possibilities of integration of general education, general technical and special category sciences are embodied in their content, because it expresses knowledge about the environment, which is unique in its nature.

In the scientific research on pedagogy, special attention is paid to the development of the system of forms, methods and tools aimed at eliminating the disparity in the teaching of academic subjects, and the methodology of the teaching and training process, which is their basis.

How can these be applied to students' lives?

Studying is one of the types of mental work. Millions of students study in schools in our country. Studying is a work of its own. It is clear that this work can be more or less effective depending on whether more or less effort is spent to achieve the same result.

Students should be taught to make a written or oral plan before starting each task. Both in social production and in personal work, orderliness and economy depend on the existence and perfection of the plan:

A plan is the basis of success at work.

A plan is a program for action.

Components of the plan:

Determining the purpose of work.

What do you need for work?

Work procedure, work process, time, place.

Finally, you need to clearly imagine the work itself: how it starts, how it goes, and what comes after.

To get the job done, you first need a suitable workplace. For most lessons in school, a desk or table is enough.

Now, instead of work, the following requirements are imposed:

1. There should be no excess in the workplace. Otherwise, it will take a lot of time to find what you need.

It is necessary to ensure cleanliness in the workplace. The cleaner the workplace, the easier and more enjoyable it is to work.

It is necessary to provide an order in accordance with the work performed at the workplace. Everything we need should be kept on one side (preferably on the left), and everything that is done and used should be kept on the right. Frequently used items should be kept close.

To keep order on the table, it is appropriate to use a pen, pencil, button, clip, eraser and a special pencil case. It should not be forgotten that order and neatness in the classroom depend on order and neatness in every workplace.

This type of work process teaches students to be orderly, neat, self-controlled, and work with interest.

The head of the class can make different plans: future-oriented, that is, perspective (annual, several years) and temporary (monthly, weekly, daily).

So what should be the main source of the plan?

The main source is decrees and decisions of our government, as well as official guidelines and documents of the public education system.

Another important source of the plan is the analysis of achievements and shortcomings of the educational activities of the previous school year.

The plan must meet the following requirements:

1. Inculcating the ideas of independence into the plan.
2. The forms and directions of the plan should be colorful and promising.

The plan must be continuous and consistent.

Clarity of the plan.

All educational tasks should be focused on the implementation of the main goal set before the school - to educate students in a comprehensive manner, on the basis of the "For a Healthy Generation" program, to be mentally and physically fit, to prepare them for life, to actively participate in the construction of an independent state. needed.

The plan should not include work that cannot be done. Local conditions should be taken into account when planning work. Everything should be clear in the plan: working time, place, responsible.

The plan of educational work of the head of the class is a mandatory pedagogical document. The head of the class is personally responsible for its implementation. In the "Regulations on the head of the class" it is specified: "The work of the head of the class should be carried out according to the plan."

A prospective work plan can be drawn up for one or several years depending on the experience gained by the class team and in accordance with the tasks of the head of the class. In the regulation, "The annual work plan of the class is drawn up. It is confirmed by the deputy director for educational affairs.

It is better that the form of expression of the plan is very simple: the name of the work, the deadline, the person in charge. The plan should be short and to the point. Don't get caught up in creating a closed plan by making a list of things that need to be done. It is necessary to include in the plan only activities that life has promoted and that can be successfully completed during the academic year. The included activities should not be taken from the garden or from the mountain, but they should be connected and complement each other in the system of educational activities.

The plan should include not only general, but also specific measures of various educational factors affecting the student's personality.

Below we give the main sections and content of the work plan of the class leader:

I. Work with the student team. Studying the student (collecting information about the student, his mental, physical, spiritual development, the level of knowledge, skills and qualifications, the level of upbringing, social aspiration based on diagnostic programs), studying the class team learning (number of students, gender, nationality, age, formal and informal leaders, advanced, backward, undisciplined and hard-to-educate students, their impact on the class, the class's attitude to public tasks, the class's level of education, cohesion, development learning on the

basis of diagnostic programs), organization and direction of the class team (organizational work, work with class activists, control over common work, teaching students to self-control, duty management, mutual support setting up, working with the editorial staff of the newspaper, taking care of sick and disabled students, signing up for timely press publications, participating in labor actions, maintaining class property, obeying the daily regime, etc.).

II. Works carried out jointly with the Association of Students and Teenagers ("Kamolot" Fund). In this section, specific forms of assistance provided to the Leader of the students, the secretary of the "Kamolot" fund in their educational activities are shown.

III. Work with class teachers. Studying students in classes (student behavior in class, their lack of learning, knowledge deficits, behavior), determining students' knowledge skills (reviewing students' diaries, notebooks, reading with teachers

talking, observing students' academic work, studying the situation of provision of textbooks, reference books, tables, etc., interest in speech culture, homework, career choice issues), student-teacher relationship (issues of student-teacher relationship, teacher's achievement of pedagogical etiquette, uniformity of pedagogical requirements), organization of mutual support (identification of passive students, analysis of its causes together with the science teacher and appropriate action marking, organizing mutual support from excellent students), helping teachers (giving relevant information about students, giving advice, helping to conduct science-related activities).

CONCLUSIONS AND SUGGESTIONS

So, the issue of an integrative approach to the educational process has some generality and relevance. It includes pedagogical, information-communication, and other technologies of the integrative approach used in the educational process. Although the directions of these integrated technologies are different, they also have common aspects that unite them. It is an important task to research the principles of coherence and to define their specific criteria in determining the optimal (effective) ways of an integrative approach to mastering general education subjects.

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